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Developmental Reading in Social Studies: U.S. Becomes a World Leader. A Guide for Teachers, Grade 8, Revised.

Sewanhaka Central High School District Number 2, Nassau County, N.Y.

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This unit guide, seventh in a series of seven, is designed to provide eighth-grade social studies teachers with materials that develop the facts, attitudes, and concepts of social studies and that also present reading and study skills instruction. Information about the United States as a world leader is presented along with reading exercises in assigned chapters of "This Is America's Story" by Wilder and Ludlom, a text to be used with average classes, and "Exploring America's History" by Schwartz and O'Connor, a text to be used with modified classes. New vocabulary words are introduced at the beginning of each chapter. Exercises provide practice in (1) making generalizations, (2) interpreting pictures, charts, and maps, (3) outlining, (4) reading under direction, and (5) the SQ3R study method. Questions directed to organization, cause and effect, and sequence and analogy are given. Combined questions applicable to both textbooks are also provided. (RT)

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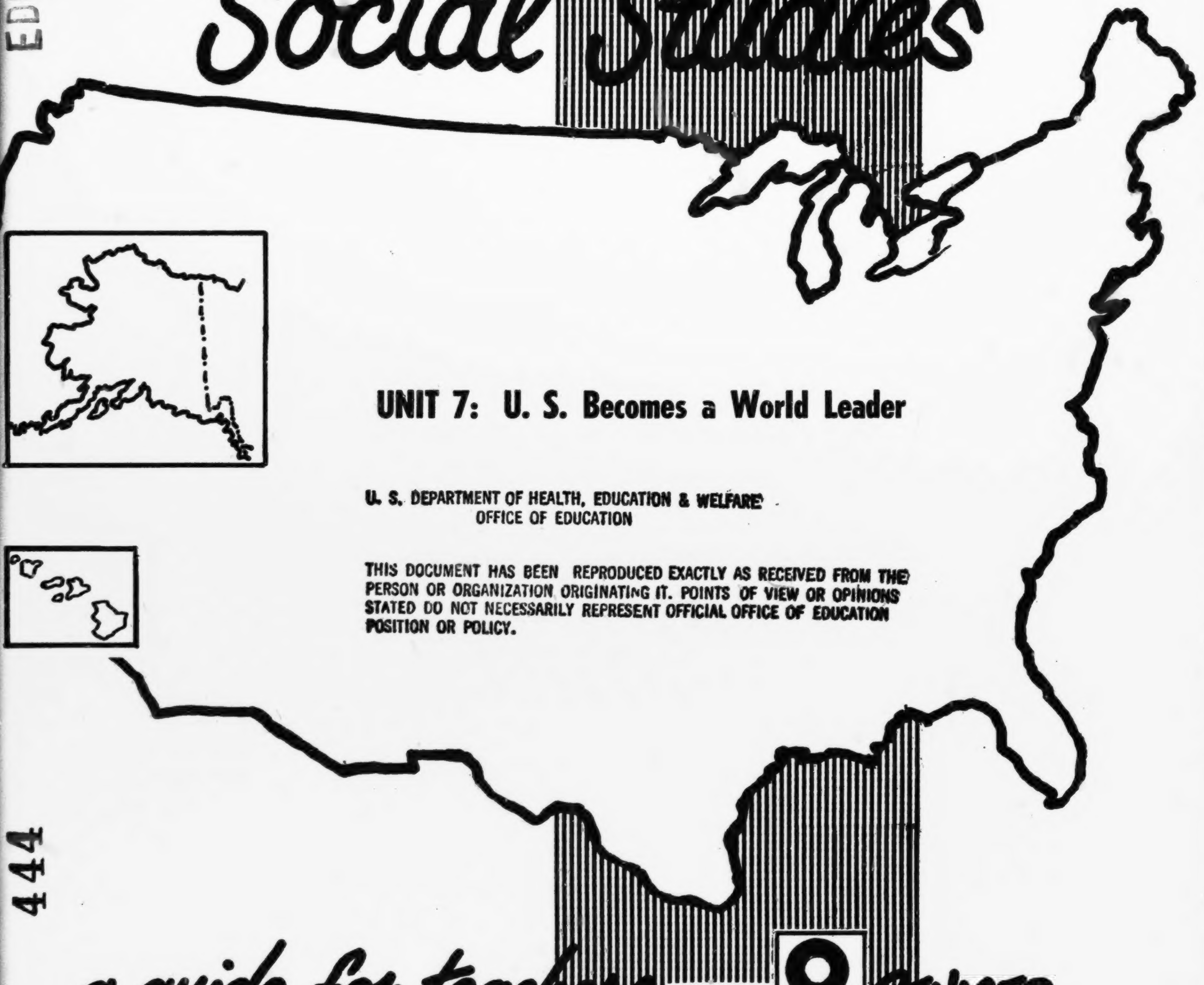
Developmental Reading in Social Studies



UNIT 7: U. S. Becomes a World Leader

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a guide for teachers GRADE 8 REVISED

Sewanhaka
CENTRAL HIGH SCHOOL DISTRICT NO. 2
NASSAU COUNTY, NEW YORK

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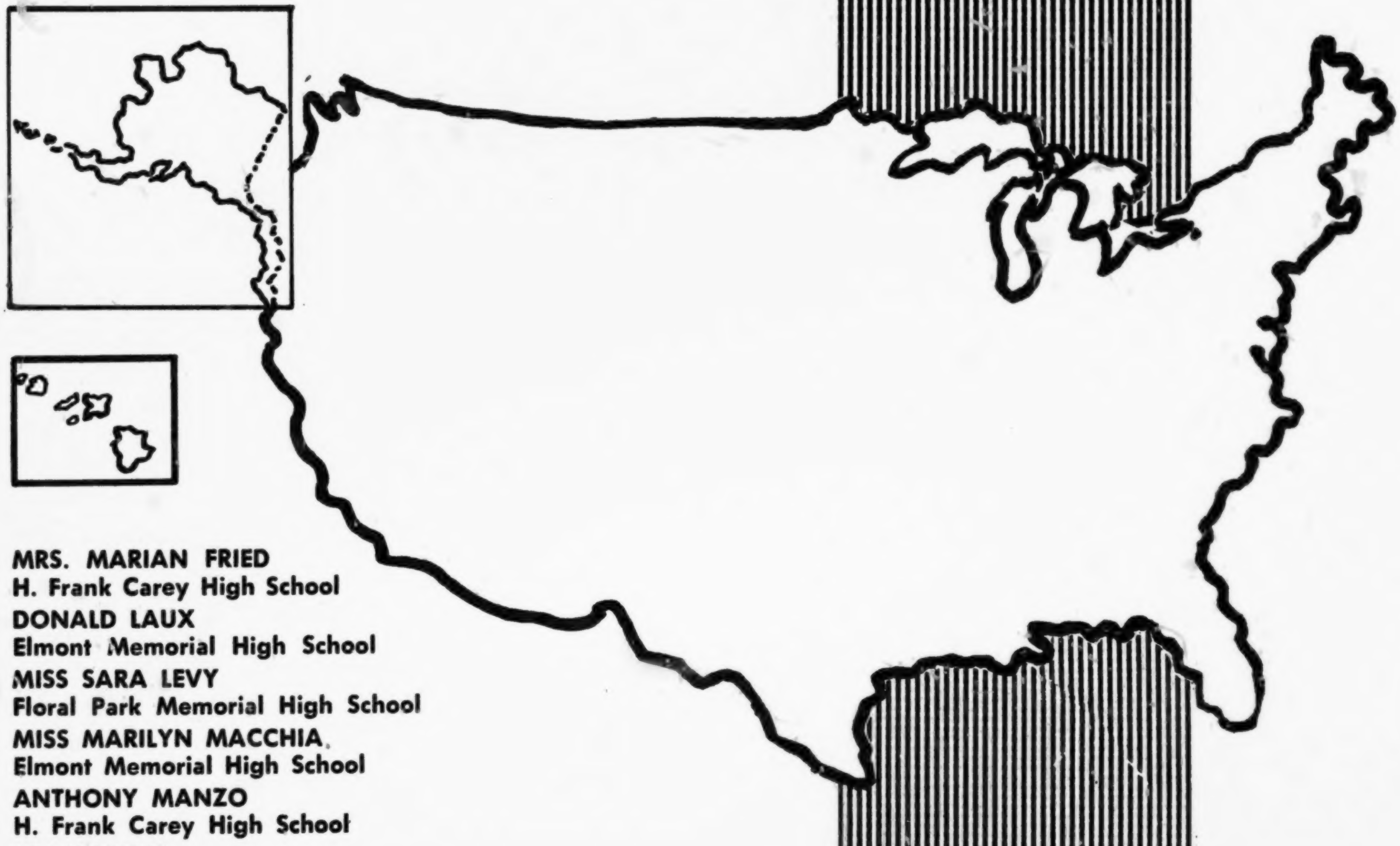
Developmental Reading in Social Studies .. REVISED

UNIT 7: U. S. Becomes a World Leader



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a guide for teachers GRADE 8

Sewanhaka
CENTRAL HIGH SCHOOL DISTRICT NO. 2
NASSAU COUNTY, NEW YORK SUMMER 1965

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ACKOWLEDGMENTS

This guide extends to our newly-adopted eighth-grade social studies texts the district's well-known program of developmental reading in the content areas. In publishing this guide, the district re-affirms its belief in the value of developmental reading for secondary school pupils.

This volume represents the cooperative efforts of many people of special talents whose contributions are acknowledged with appreciation.

Mrs. Marian Fried	For their authorship of the guide in the summer of 1965
Mr. Donald Laux	
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Mrs. Ramona Bendin	For creation of the cover design and other art work
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It is expected that the junior high social studies chairmen, reading specialists, and junior high social studies departments of the several schools will implement this material in the social studies program. Teachers using this guide are urged to keep notes on their critical analysis of it. After a suitable trial period, the guide will evaluated and appropriate action will be taken.

John W. Nicoll
Principal of the District

September 1, 1965

USE OF THE GUIDE

These reading exercises are for the Grade 8 Social Studies program.

The Units are arranged according to chapters in the two texts, Wilder and Ludlom, This is America's Story and Schwartz and O'Connor, Exploring American History.

A reading lesson has been prepared for each chapter in Exploring American History. To correspond with these, a similar unit has been prepared for This is America's Story.

At the conclusion of This is America's Story,you will find a review question that can be used for both texts.

Unit Themes

Unit I	Discovery and Exploration and European Colonies in the New World
Unit II	Colonial Struggle for Independence
Unit III	How Our Nation Is Governed
Unit IV	Growth of the New Nation and the Westward Expansion
Unit V	Civil War and Sectionalism
Unit VI	Rise of Industry and Agriculture
Unit VII	U.S. Becomes a World Leader

Each of these seven units embraces several chapters of each of our two texts. The chart furnished as an appendix gives the details of this breakdown into units.

This series is based on three assumptions:

1. Teachers can not take for granted that pupils in junior high school are fully trained for the reading tasks they will encounter.
2. Secondary school pupils need continuing and sequential developemental reading instruction.
3. The subject area teacher is the one best qualified to implement reading and study skills in the various content areas.

The purpose of this volume is to provide eighth-grade social studies teachers with the material necessary for achieving the dual objectives of providing reading and study skills instruction while develpoing the facts, attitudes and concepts of social studies.

1. NATURE OF THE MATERIAL: all the pages in this volume are addressed directly to the pupil (except, of course, for these few prefatory remarks), and all can be requisitioned in any quantity desired.
2. ORDERING MATERIALS: Material should be requistioned through your department chairman, who in turn, will order it from the I.M.C. Order all the material for an entire chapter at one time. Allow two weeks for delivery.
3. FORMAT: This material follows a consistent format. It is arranged by topics, and within each topec, it is arranged

(continued)

according to the two texts: materials relating to the Wilder book for average classes, and the Schwartz-O'Connor book for modified classes. The chapters from Wilder will appear first and the chapter from Schwartz-O'Connor in the second half of each book. Combined questions applicable to both books are placed at the end of Wilder.

TABLE OF CONTENTS

UNIT VII	This is America's Story	Exploring American History
United States Becomes a World Leader	Wilder Chap. 27. American Leaders Branch Out Along New Paths (pp.556-570) 28. The United States Gains Possessions Overseas (pp.571-590) 29. The United States Plays A Larger Part in World Affairs (pp.591-615) 30. Our Country Meets Threats to Freedom and Works for World Peace (pp.616-649) 31. The United States Looks to Its Neighbors in the Americas (pp. 650-676) 32. Americans Face the Challenge of a Modern World (pp.677-703)	Schwartz, O'Connor Chapters 1-16 (pp.360-463) HOW DID THE UNITED STATES BECOME A LEADER IN WORLD AFFAIRS? Covers ther period from the Spanish American War to the problems confronting us in the United States in 1960.

WILDER, UNIT VII, CHAPTER 27: AMERICAN LEADERS BRANCH OUT ALONG NEW PATHS

WORDS TO LEARN

	Vocabulary	Social Studies Words	People,Places,Events,etc.
p.556	resolve		
p.557	industrial	depressions monopolies	
p.558	resentment scandals	reform impeached	Populist, Andrew Johnson, U.S. Grant
p.561		electoral commission	Rutherford B. Hayes, Samuel J. Tilden
p.562		merit system civil service civil service commission	Carl Schurz, James A. Garfield, Grover Cleveland
p.563			Interstate Commerce Commission
p.564	vigorous	anarchist "square deal"	Harvard College, Dakota Badlands, "Rough Riders", Russian-Japanese War, Panama Canal, "Big Stick" policy
p.565	compel	secret ballot monopolies trusts conservation direct primary referendum initiative	Sherman Anti-Trust Law, "trust buster"
p.566		recall	
p.567			William Howard Taft, Progressive Party, Woodrow Wilson, Princeton University , "New Freedom"
p.568	efficiently interstate	income tax	Underwood Tariff Law , Federal Reserve Act, Federal Reserve Board, Clayton Act, Federal Trade Commission

WILDER, UNIT VII, CHAPTER 27: AMERICAN LEADERS BRANCH OUT ALONG NEW PATHS

WORDS TO LEARN

Vocabulary	Social Studies Words	People, Places, Events, etc.
p.569		First World War, League of Nations

WORDS USED IN CONTEXT

He showed his resentment of the owner by not shopping at his store. This resentment grew when the owner showed he didn't care.

When the fighter became involved in the scandals, he tried to defend his position. However, scandal decreases one's popularity with people.

He carried out a vigorous election campaign, even more vigorous than that of his opponent.

The state made great strides toward industrial growth.

The reform movement took many shapes and forms. Reform has been the basis of many presidential elections.

WILDER, UNIT VII, CHAPTER 27: AMERICAN LEADERS BRANCH OUT ALONG NEW PATHS

SURVEY

Survey: Based on a rapid survey of titles, topics, and illustrations, mark the following as true (T) or false (F).

_____1. This chapter deals with the period following the Civil War to to about 1920.

_____2. This chapter will almost certainly discuss the changing needs of a nation moving from the farms to city-centered industries.

_____3. Civil service reform is a major topic of this chapter.

_____4. Roosevelt and his "New Freedom" play a major role during this period.

_____5. Wilson becomes the President most concerned with conservation in this chapter.

WILDER, UNIT VII, CHAPTER 27: AMERICAN LEADERS BRANCH OUT ALONG NEW PATHS

SPECULATING

Speculating:

Many historians and political scientists feel that war interrupts the normal evolution of a nation and that it takes many years for a nation to readjust following a war. Others feel that war, although evil in and of itself, greatly speeds up the processes of change and advancements, and forces the President and Congress to change rapidly with the times.

Based on your study of the Civil War and the period before and the change after, write an essay explaining which one of the above views you think is more accurate. Don't forget to mention at least three of the following points in your discussion.

A. industrial growth
B. agricultural changes
C. social problems
D. conservation
E. economic growth and depression
F. world involvements
G. new leadership

WILDER, UNIT VII, CHAPTER 27: AMERICAN LEADERS BRANCH OUT ALONG NEW PATHS

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

A. New Freedom

B. Civil Service

C. secret ballot

D. merit

E. banking reforms

F. impeached

Column II

____1. Teddy Roosevelt

____2. Carl Schurz

____3. Woodrow Wilson

____4. Rutherford B. Hayes

____5. Andrew Johnson

BIOGRAPHICAL ANALYSES

Read a biographical sketch about one of the following men. Try to cover as many of the points below as apply. Report to the class on your findings.

Ulysses S. Grant
Rutherford B. Hayes
James A. Garfield
Chester A. Arthur
Grover Cleveland
Benjamin Harrison
William McKinley
Theodore Roosevelt
William Howard Taft
Woodrow Wilson
Carl Schurz
Andrew Johnson
Samuel J. Tilden

1. Greatest contribution to our nation
2. Family background
3. Incidents in youth which served to shape his life
4. People who greatly influence their lives
5. Events which brought them into public life.
6. Qualifications for the jobs they held.
7. Major set backs which they did or did not overcome

WILDER, UNIT VII, CHAPTER 28: THE UNITED STATES GAINS POSSESSIONS OVERSEAS

WORDS TO LEARN

	Vocabulary	Social Studies Words	People,Places,Events,etc.
p.572		foreign policy Good Neighbor Policy	
p.573	furrows	surplus	
p.574			William H. Seward, Alaska
p.575	expansion		"Seward's Folly", "Seward's Icebox", Midway Islands, Hawaii,
p.576		archduke	Napoleon III, Maximilian, Venezuela, British Guiana, Pearl Harbor
p.577	annexation		Queen Liliuokalani, President McKinley
p.578			Cuba, Key West, Puerto Rico, Caribbean
p.578		ambassador oppression	
p.580			"Maine", April 25, 1898, Commodore George Dewey, Manila
p.581			Santiago, San Juan, Rough Riders, Colonel Leonard Wood
p.582			Guam, Carlos Finlay, Major Walter Reed,
p.583	scourge intervene		Major William C. Gorgas Luzon

WILDER, UNIT VII, CHAPTER 28:UNITED STATES GAINS POSSESSIONS OVERSEAS

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events,etc.
p.584		governor-general	
p.585		commonwealth	Operation Bootstrap, standard of living,
p.586			Cape Horn, "Oregon", isthmus
p.587	interior breed		Nicaragua, Panama, Republic of Colombia, "in perpetuity"
p.588	malaria yellow fever channel acquired ceaseless	locks	"Big Ditch", David Gaillard, Gaillard Cut, Canal Zone
p.589	fertilizer remote		Pago Pago, Tutuila, American Somoa, Virgin Islands

WILDER, UNIT VII, CHAPTER 28: THE UNITED STATES GAINS POSSESSIONS OVERSEAS

WORDS USED IN CONTEXT

The annexation of the territory was a political necessity. Annexation is usually a difficult process.

The surplus wheat is stored in large silos. The United States exports some of its surplus to other countries.

He lived in the interior of South America.

Malaria was a problem in the mosquito-infected jungles. Many men died from malaria while building the Panama Canal.

He acquired a large fortune during his later years.

SURVEY

Survey (Skill: 3Q3R)

A. From the title of chapter 28, The United States Gains Possessions Overseas, we can assume that the chapter deals with:

_____A. foreign wars

_____B. the purchased lands of Alaska, Hawaii, CSamoa

_____C. events leading to United States gains overseas

_____D. the gains overseas; growth at home

_____E. the uselessness of overseas possessions

Mark each answer choice above:

Det - if too detailed
Spec- if too specific
Genl- if too general
Irrel- if it's irrelevant
False- if not correct (all or part)
Best - if it's the best answer

B. Examine the drawings on page 571 at the beginning of Chapter 28. How do you think this chapter will differ from the chapters that came before?

____

____

____

SEQUENCE AND ANALOGY

Today America is deeply involved in world affairs. Our involvements in the period between 1865 and 1920 are basically responsible for this international look. Think of the clipper ship above as the ship of state. Let each sail represent an additional catcher of wind to speed and complicate over involvements.

Give each sail a name from the list below. Try to reason out which events were more important than others by assigning them to the larger or smaller sails.

A. Alaskan Purchase

B. Panama Canal

C. Spanish-American War

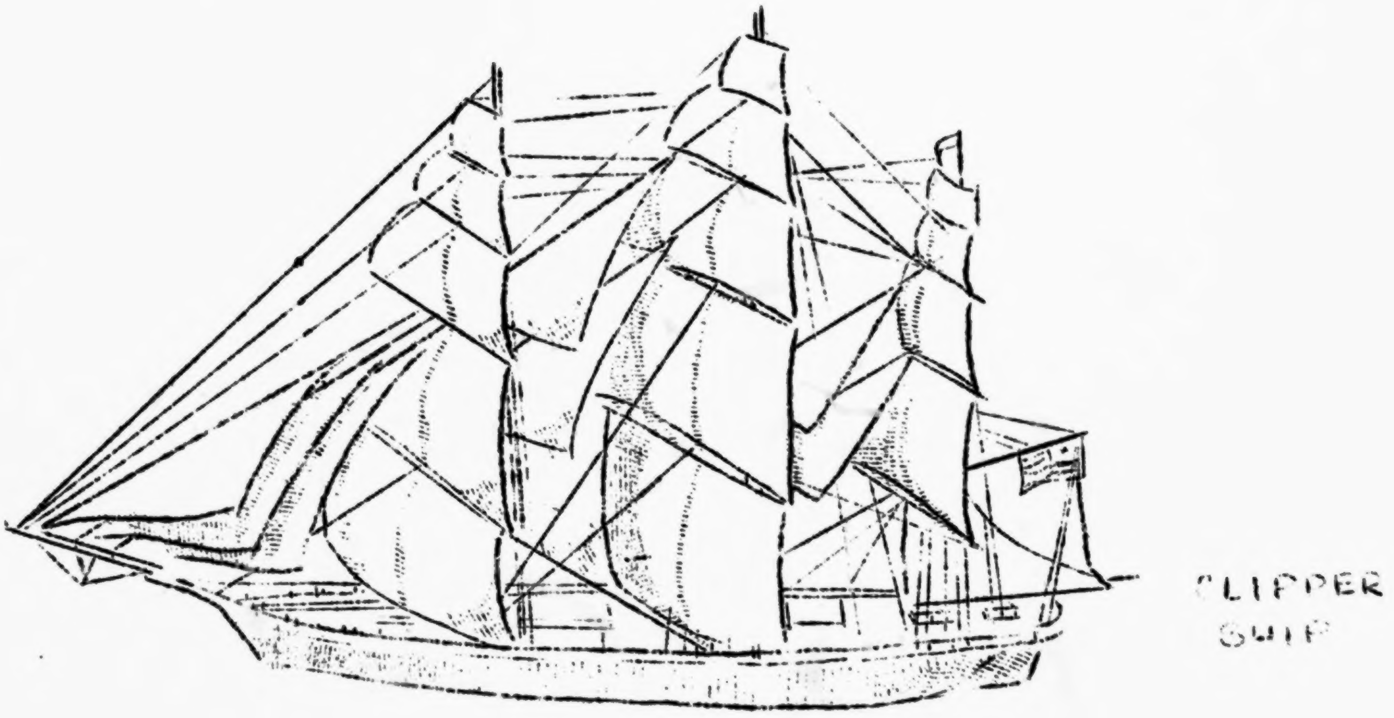
D. Hawaii annexed

E. Need for World Markets

F. Enforcing the Monroe Doctrine

G. Acquisition of Philippines, Guam and Puerto Rico

Mark each sail with a letter.



Whom would you make captain of this ship leading us into international affairs? Explain.

1. Secretary Seward
2. Theodore Roosevelt
3. George Dewey
4. President McKinley

WILDER, UNIT VII, CHAPTER 28: THE UNITED STATES GAINS POSSESSIONS OVERSEAS

CAUSE AND EFFECT

Supply either the cause or the effect; as indicated, of the following:

Cause	Effect
A. Sinking of the Maine	1. ____________ ____________
B. ____________	2. "Big Ditch"
C. ____________	3. Monroe Doctrine ____________
D.mosquito	4. ____________ ____________
E. ____________ ____________ ____________	5. "operation bootstrap"

WILDER, UNIT VII, CHAPTER 29: THE UNITED STATES PLAYS A LARGER PART IN WORLD AFFAIRS

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events, etc.
p.591	desirable debate vigorous neutrality		
p.592		missionaries	China clippers
p.593			Hong-Kong, French Indo-China, Manchuria, Port Arthur, "Great Sword Society " "Plum Blossom Fists," "Fists of Public Harmony", "boxers"
p.594	embassy sought		Boxer Rebellion, John Hay, Open Door Policy
p.595	commerical		1894, Commodore Matthew Perry
p.596	resented annex intervene	immigration	Manchuria; Portsmouth, New Hampshire, Korea
p.597	forbade		Latin America, Central America, Dominican Republic Nicaragua,
p.588			Diaz , Pancho Villa
p.599	dispute compel	international law	Andrew Carnegie, Hague Court
p.600	gray-clad neutral impartial		Austria-Hungary, Serbia, Balkan Peninsula, Central Powers , Allies, "World War"

WILDER, UNIT VII, CHAPTER 29: THE UNITED STATES PLAYS A LARGER PART IN WORLD AFFAIRS

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events,etc.
p.602	unrestricted submerged	U-boats torpedo	"Lusitania", St. George's Channel,
p. 604	trenches burrowed		Selective Service Act, General John J. Pershing, Marne River, North Sea
p.606	valiantly	"doughboys" armistice Chancellor	St. Mihiel, Argonne Forest, Versailles
p.607			David Lloyd George, Georges Clemenceau, Vittorio Orlando, "make the world safe for democracy", "a war to end all wars"
p.608	deprived disputes	reparations	Fourteen Points, self-determination, League of Nations, Poland
p.609		isolationism reservations	Czechoslavakia, World Court

WILDER, UNIT VII, CHAPTER 29: THE UNITED STATES PLAYS A LARGER PART IN WORLD AFFAIRS

WORDS USED IN CONTEXT

The mother declared her neutrality in the argument between her two sons. Her neutrality re-united the children.

The candidate presented a vigorous campaign.

They resented the way they were being treated. This resentment caused a serious problem.

The two countries had no reservations about their heated dispute. Their chief debate was that they were deprived of their neutral rights.

They tried valiantly to protect and defend their embassy.

SURVEY

Survey (Sq3R)

A. All of the following are sub-topic headings except:

(1) How did American foreign policy develop in the early 1900's?

(2) The " Fists" of China strike back

(3) Perry opens Japan to the world

(4) A revolution takes place in Mexico

B. Which of the following men are pictured in this chapter. (Check your answers.)

____1. Woodrow Wilson

____2. Thoedore Roosevelt

____3. Commodore Perry

____4. General Pershing

WILDER, UNIT VII, CHAPTER 29: THE UNITED STATES PLAYS A LARGER PART IN WORLD AFFAIRS

Do you Agree or Disagree

Explain the reason for your choice and cite examples.

The policies of economic imperialism changed from the 18th and 19th centuries to the twentieth . In earlier days, nations would colonize another area and administer it. In the twentieth century the imperial power was interested only in getting ports to trade in.

The largest nations with the best navies were in favor of free trade policies.

China's distrust of the western world and eventual turning to communism, probably had its roots in this era of economic imperialism.

WILDER, UNIT VII, CHAPTER 29: THE UNITED STATES PLAYS A LARGER PART IN WORLD AFFAIRS

Do You Agree Or Disagree

Intervention in another nation's internal affairs, even when right, necessary and justified will lead to distrust and even hatred!

RECALL

Who were the Central Powers?

1.

2.

3.

4.

Who were the Allies?

1.

2.

3.

4.

5.

B. How did the United States enter the war against Germany?

WILDER, UNIT VII, CHAPTER 29: THE UNITED STATES PLAYS A LARGER PART IN WORLD AFFAIRS

Do You Agree or Disagree

The peace that followed World War I was difficult to attain. Answer the following questions concerning the peace effort:

1. How did President Wilson of the United States disagree with the rest of the Allied countries over the peace?

2. Who were the representatives of the Allied countries at the peace conference?

3. What did Wilson propose as a basis for a better world? Explain in detail!

4.A. On what point did Wilson insist? Explain.

4.B. How did the United States feel about this? Explain.

5. What was the World Court?

6. What was the attitude of the United States after World War I?

WILDER, UNIT VII, CHAPTER 30: OUR COUNTRY MEETS THREATS TO FREEDOM AND WORKS FOR WORLD PEACE

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events, etc.
p.616	atomic energy		
p.618	condemn	armaments czar Bolshevists Communist	Charles Evans Hughes, London Conference, Frank B. Kellogg, Aristede Briand, Kellogg-Briand Pact, Union of Soviet Socialist Republic
p.619		capitalism free enterprise "people's republic" Facists dictator	Benito Mussolini
p.620		depression Nazi Secret police concentration camps	Adolf Hitler
p.621		mainland	Formosa, Manchuria, Manchukuo, Ethiopia, Emperor Haile Selassie, Rhine River, Rhineland
p.622	bound	appeasement warring	"Greater Germany"
p.623	whine valiant	artillery blitzkrieg fortified	Neutrality pact, Norway, Denmark, Belgium, Holland
p.624	endured stronghold		British Royal Air Force, (R.A.F.), Balkan Peninsula, Leningrad, Stalingrad, Volga River, North Africa, Axis Powers,

WILDER, UNIT VII, CHAPTER 30: OUR COUNTRY MEETS THREATS TO FREEDOM AND WORKS FOR WORLD PEACE

WORDS TO LEARN

Vocabulary		Social Studies Words	People, Places, Events, etc.
p.624			Chiang Kai-shek, Chunking, French Indo-China, Siam, Malay Peninsula, Dutch East Indies, Phillipines, Burma
p.625		neutrality laws	Henry L. Stimson
p.626		"master race" munitions	Lend-Lease Act
p.627		Allies air-raids rationed	December 7, 1941 Pearl Harbor, Hawaii
p.628		inflation ceilings air-raid wardens WAC WAVES SPARS	President Franklin Delano Roosevelt, George C. Marshall, Chief of Staff, Gen. Dwight D.Eisenhower, North Africa
p.629	hordes	surrender unconditionally	Sicily, June 6, 1944 Normandy, May 8,1945
p.630	exhausted remnants		Bataan Peninsula, Burma Road, Aleutians, Coral Sea, Midway Island General Douglas MacArthur, Guadalcanal, Saipan, Guam, Tinian, Iwo Jima, Okinawa,
p.631	refugees	carriers	Leyte
p.632		amphibious atomic bomb	August 6,1945, Hiroshima, Nagasaki Emperor Hirohito

WILDER, UNIT VII, CHAPTER 30: OUR COUNTRY MEETS THREATS TO FREEDOM AND WORKS FOR WORLD PEACE.

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Place, Events, etc.
p.633	reaffirmed		Winston Churchill, Newfoundland, Atlantic Charter, Teheran, Yalta, Russian Crimea, Premier Stalin, San Francisco, Charter of the United Nations, United Nations
p.633	generations		

WORDS AND PHRASES NECESSARY FOR THE UNDERSTANDING OF THE UNITED NATIONS CHARTER:

"faith in fundamental human rights,"
"dignity and worth of human person";
"maintain international peace and security"'

	Vocabulary	Social Studies Words	People, Place, Events, etc.
		General Assembly Security Council	
p.634	offending agencies solution provoke	International Court of Justice Economic and Social Council Trusteeship Council trusteeship Secretariat Secretary-General UNRRA International Refugee Organization UNESCO World Health Organization Food and Agricultural Organization Declaration of Human Rights	Israel, Indonesia, Libya "Cold War"

WILDER, UNIT VII, CHAPTER 30: OUR COUNTRY MEETS THREATS TO FREEDOM AND WORKS FOR WORLD PEACE

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events, etc.
p.635	proposal	"iron curtain" satellite nations Communist agents	
p.636			Phillipine Commonwealth, Phillipine Republic,
p.638	repel	conflict truce	Korea, 38th Parallel of latitude. North Korea, Republic of Korea, President Truman, Chinese Nationalists, July 27,1953, Greece, Turkey
p.640	under-developed		Truman Doctrine George C. Marshall, "Marshall Plan". Point Four Program
p.641		"uncommitted"	North Atlantic Treaty Organization (NATO),
p.642	crisis reluctantly hordes	Canal Zone cease-fire security force military advisors	ANZUS, Middle East, Egypt, Gamal Abdel Nasser, Suez Canal, Lebanon, North Viet Nam, Laos,
p.644	tension		South Viet Nam, Tibet, Quemoy and Matsu
p.646	amid	intercontinental ballistic missile ICBM Polaris	Berlin, Cuba, Congo, Castro

WILDER ,UNIT VII, CHAPTER 30: OUR COUNTRY MEETS THREATS TO FREEDOM AND WORKS FOR WORLD PEACE

WORDS TO LEARN

	Vocabulary	Social Studies Words	People,Places,Events,etc.
P646	immense	atomic submarine	Major Yuri Gagarin,
	sphere	Sputnik	Gherman Titov,
		Cosmonaut	Explorer I,
		orbited	Tiros satellite,
		earth satellite	Commander Allan B.Shepard,
		radiation	Mercury capsule,
		astronaut	John Glenn
p.647		"summit meeting"	Khrushchev,
		"colonialism"	U-2 airplane
		unccmmitted	
		bloc	

WORDS USED IN CONTEXT

In the twentieth century, atomic energy first came into use. Soon salt water will be converted to fresh water by the use of atomic energy.

The soldier endured many hardships during the war. The war endured for five years.

The boy was bound to fall off the bike.

Exhausted and fatigued, she fell to the ground. She became exhausted from running in hot weather.

Hordes of refugees streamed into the Holy City. These refugees came from war-torn lands.

The United States is giving much aid to the underdeveloped countries. These underdeveloped nations need money to build up their industry and agriculture.

The world crisis is getting worse each day. This crisis was brought about by fear, misunderstanding and tension. The tension evolved in many cases as a result of conflict.

WILDER , UNIT VII, CHAPTER 30: OUR COUNTRY MEETS THREATS TO FREEDOM AND WORKS FOR WORLD PEACE

GENERALIZATIONS

Cite examples of the following generalizations from Chapter 30. Explain fully.

1. Attempts at disarmament without a system of censure and enforcement have never proven successful.

2. Fascism and communism, although violently opposed to each other, are really very much alike. How are they alike?

3. When a nation's national pride and self-respect are grossly insulted before the rest of the world community, they can be driven to radical positions.

WILDER, UNIT VII, CHAPTER 30: OUR COUNTRY MEETS THREATS TO FREEDOM AND WORKS FOR WORLD PEACE

GENERALIZATIONS

4. Nations newly formed are more likely to be warlike than older, more established nations.

____

____

____

____

____

5. Appeasement , thus far, has not proven to be a good method of solving problems; it merely holds off conflict.

____

____

____

____

____

____

WILDER, UNIT VII, HCHAPTER 30: OUR COUNTRY MEETS THREATS TO FREEDOM AND WORKS FOR WORLD PEACE

OUTLINING

Outlining is the careful summarization of facts showing their relative importance and their relationship to one another. It follows the following code:

I. Main topic

A. Major Sub-topics

1. Minor sub-topics

a. Sub-sub topics.

Study the example below and complete an outline of this chapter.

Our Country Meets Threats to Freedom and Works for World Peace

I. What Events after World War I Destroyed Hopes for World Peace?

A. Peace efforts falter after World War I. United States is the only nation to emerge stronger from war.

1. United States takes part in peace efforts.

a. United States does not join League of Nations.

b. Individual Americans served as judges in World Court.

2. United States takes lead in reducing navies.

a. 1921; Secretary Hughes, "We will reduce our navy if other countries will do the same".

b. Great Britain, Japan, France and Italy agreed to limit number of the largest warships

c. 1930, London; second agreement to reduce navies.

d. Few years later, arms reduction abandoned. (Germany violates Treaty of Versailles; Japan withdraws from previous agreements.

OUTLINING

3. Efforts to outlaw war are disappointing.

   a. Kellogg-Briand Pact - (America-France urge world to condemn war.)

   b. Will not be successful unless -

      1.

      2.

B. New Governments are formed

WILDER, UNIT VII, CHAPTER 30: OUR COUNTRY MEETS THREATS TO FREEDOM AND WORKS FOR WORLD PEACE

SURVEY

Survey of Pictures, charts, Maps

P.616 What does the picture behind the soldiers represent?

P. 617 According to the chart on the bottom of the page, what was the most important attempt at permenant peace made between 1917 and the present? Why?

P.619 What is the significance of the civilian clothes in the picture of Red Square in 1930's?

P. 620 By studying the arrows on the map of Japanese expansion, what would you think was the goal of Japan?

P.621 Why was the Polish Corridor important to Germany?

WILDER, UNIT VII, CHAPTER 30: OUR COUNTRY MEETS THREATS TO FREEDOM AND WORKS FOR WORLD PEACE

P.625 What western nations remained neutral the the Second World War?

P.626 Why can the United States properly be called the defender of world freedom during the period shown on the chart?

P.628 What does this picture tell you about how Americans felt about this war?

P.629 How does the picture of the Normandy beach impress you?

P.630 What do the pictures on this page tell you about the relationship of science and warfare?

Compare the map on page 635 with the map on page 621. Why do you suppose Russia wished to rule eastern Europe, especially Poland?

WILDER, UNIT VII, CHAPTER 30: OUR COUNTRY MEETS THREATS TO FREEDOM AND WORKS FOR PEACE

What do the pictures on pages 640-641 tell you about United States' foreign policy?

What does the picture on page 647 tell you about the Communist system of government?

WILDER, UNIT VII, CHAPTER 31: THE UNITED STATES LOOKS TO ITS NEIGHBORS IN THE AMERICAS

DIRECTED READING ACTIVITY

What was Canada like in 1850?

What is meant by a dominion?

How did Canada grow?

How did Canada gain an independent status without violent revolution?

Who were Canada's wise and able statesman?

How is Canada governed?

WILDER, UNIT VII, CHAPTER 31: THE UNITED STATES LOOKS TO ITS NEIGHBORS IN THE AMERICAS

DIRECTED READING ACTIVITY

How did Canada develop her resources, industries and trade?

What problems does Canada have?

Why was the St. Lawrence Seaway built?

Why did it require joint cooperation?

In a report to the class, discuss the problems, main products, chief leaders, form of government, and major accomplishments of 3 of the following:

Mexico
Uruguay
Argentina
Chile
Paraguay
Brazil
Costa Rica
Colombia

WILDER, UNIT VII, CHAPTER 31: THE UNITED STATES LOOKS TO ITS NEIGHBORS IN THE AMERICAS

DIRECTED READING ACTIVITY

Where does Latin America begin?

What countries are included in Central America?

Why is Latin America still unstable and prone to revolutionary activity?

What is the purpose of a Pan-American Union?

How has the Organization of American States helped or hindered Pan-American Union?

WILDER, UNIT VII, CHAPTER 31: THE UNITED STATES LOOKS TO ITS NEIGHBORS IN THE AMERICAS

DIRECTED READING ACTIVITY

What is the Alliance for Progress? What is its purpose?

WILDER, UNIT VII, CHAPTER 32: AMERICANS FACE THE CHALLENGE OF A MODERN WORLD

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events, etc.
p.678	genial shrewd		"return to normalcy", Warren G. Harding, Calvin Coolidge
p.679	irrigation prosperity		"Golden Twenties," Herbert Hoover, Hoover Dam, Colorado River, Committee on Social Trends
p.680	idle	depression	
p.681	depositor	New Deal Civilian Conservation Corps (CCC)	
p.682		National Labor Relations Act (Wagner Act) wages and hours minimum wage Social Security Act Grand Coulee Dam Tennessee Valley Authority (TVA)	
p.683	competition		
p.684			Harry S. Truman
p.685	plunge	public opinion poll Fair Deal Taft-Hartley Labor Law	Thomas E. Dewey
p.686		hydrogen bomb	
p.687		"tidelands oil" Department of Health, Education and Welfare Air Force Academy West Point Annapolis	Adlai E. Stevenson, John Sparkman, Richard M. Nixon, Dwight D. Eisenhower

WILDER, UNIT VII, CHAPTER 32; AMERICANS FACE THE CHALLENGE OF A MODERN WORLD

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events, etc.
p.688		"prompt and start reasonable" "civil rights" bill	Estes Kefauver, St. Lawrence Seaway
p.689		statehood bill self-determination migration	
p.690	strides	Landrum-Griffin Act "peace at any price"	
p.691		New Frontier	John F. Kennedy, Lyndon Johnson, Henry Cabot Lodge
p.692		Twenty-second Amendment Peace Corps Dept. of Urban Affairs	
p.693		Trade Expansion Act "freedom riders"	
p.694	discrimination unyielding	Telstar guerrilla warfare	Vienna
p.696	dismantle	quarantine offensive weapons	
p.697			Organization of American States, Wally Schirra, Gordon Cooper, Scott Carpenter; Mariner II; Frankfort, Germany; Berling wall; Siberia
p.698		arsenal test-ban conference	Dean Rusk

WILDER, UNIT VII, CHAPTER 32: AMERICANS FACE THE CHALLENGE OF A MODERN WORLD

WORDS USED IN CONTEXT

He was a shrewd and wise businessman. His good judgment and natural cleverness contributed to his shrewdness.

Because the soldier was standing idle, he was summoned to the sergeant's office.

In the United States, businessmen encounter much competition. This competition sometimes is good for the consumer and may even lead to a "price war".

When choosing furniture the housewife must use discrimination.

SURVEY

Survey (Skill: SQ 3R)

1. From the title of Chapter 32, Americans Face the Challenge of a Modern World, we can assume that the chapter deals with:

_____A. Americans deal with communism

_____B. Americans deal with modern science

_____C. Americans are artistic

_____D. Americans manage to keep abreast of changing times

_____E. Americans face the challenge

2. All of the following Presidents are dealt with in this chapter except: (a) Herbert Hoover, (b) Calvin Coolidge; (c) F.D. Roosevelt, (d) H.S. Truman, (e) Warren G. Harding

WILDER, UNIT VII, CHAPTER 32; AMERICANS FACE THE CHALLENGE OF A MODERN WORLD

SEQUENCE AND HISTORICAL TRENDS

Many new as well as age-old problems faced the Presidents of the twentieth-century. Different Presidents have handled these problems in different ways. Below is a list of problems (column A); show how each President listed (column B) dealt with or felt about at least 2 of these problems.

A

economic depression
unemployment
agriculture
foreign menace
natural resources
economic inflation
civil rights
world affairs
social problems
business and banking

B

1. Herbert Hoover
2. Calvin Coolidge
3. Franklin D. Roosevelt
4. Harry S. Truman
5. D D. Eisenhower
6. John F. Kennedy
7. Lyndon B. Johnson

Example:

a) Problem: Business and Banking - "believed firmly in leaving people and business free from government controls". (P.679)

b) Problem: Conservation - "...Hoover Dam was begun on the Colorado River , to provide electric power and water for irrigation."

WILDER, UNIT VII, CHAPTER 32: AMERICANS FACE THE CHALLENGE OF A MODERN WORLD

READING WITH INSIGHT AND UNDERSTANDING

Your education takes place from the moment you open your eyes in the morning until you shut them in sleep at night. Each day's experiences should help you understand, if not always completely comprehended , the problems of other individuals as well as of whole nations. Analyze the description below carefully of a child's development. Various stages of development will be underlined and numbered. Match them with the historical incidents below which are parallel to the growth of the United States into a mature world power.

CHILD DEVELOPMENT

A child in his earliest stages is completely dependent (1) upon his parents for his survival. Soon he begins to be able to take care of his (2) basic needs, but not without his parents' help and guidance(3). Occasionally he will rebel against (4) his parents' help, but with little success at first. Finally, he will, after several incidents ,develop his own personality,(5) separate from his parents, but with(6) many of their ways. Usually, somewhere around this stage he becomes rather(7) greedy. He quarrels with his playmates and tries to grab everything in his immediate area for himself. For a long time after this he is concerned (8) with growing up and learning many things within his family unit. Then one day he begins to see his body developing into adulthood. He feels stronger, he looks older, (9) he wishes to be heard as an adult. But his experiences are still too narrow. It is during this stage that he presents the greatest (10) problems to himself and his neighbors. He often resorts to childish tantrums and child-like (11) ways, grabbing things, being loud, and quarreling But, occasionally, he stops and looks at himself and is a bit ashamed of his behavior. This happens more and more frequently. He begins (12) to do kind and understanding things. He begins to be concerned more and more (13) with not only those immediately around him and their problems, but whole groups of people who are being ill-treated. In his adulthood he becomes part of a larger family unit, never forgetting those hundreds of people who daily make his life easier, and even those who would, because they are misled, make his life more difficult.

Select from the preceding paragraph, the number of the phrase which best corresponds to each of the ideas in the following material:

_____A. arrival of early colonists

_____B. colonists rebel against tax laws

_____C. They desire representation in Parliament - they begin to talk about an American union.

_____D. Colonists learn from Indians how to exist in the New World.

_____E. England continues to send manufactured goods and troops to help colonists get established.

_____F. United States revolts against England and establishes a Constitution based on the tradition of the Magna Carta.

_____G. United States gets into squabbles with Canada over borders and expands into Indian territory beyond the Appalachians.

_____H. United States proclaims the Monroe Doctrine to the rest of the world.

_____I. United States goes through a long period of experimenting with their new laws and learning how to run a country.

_____J. United States wishes to help Chinese keep her self-respect . We set up education grants for Chinese students in U.S.

_____K. United States gets in many squabbles with Latin America over the Monroe Doctrine.

_____L. We sometimes did foolish things in dealing with South America.

_____M. United States gets involved in First World War, Second World War, and Korean conflict, and more recently in Vietnam, for democratic ideals.

_____N. United States joins the world,family of nations in the U.N., and works toward world peace and prosperity.

WILDER, UNIT VII, CHAPTERS 27-32
SCHWARTZ, O'CONNOR, UNIT VII

Class Project - Newspaper

Select one of the following topics and treat some part of it as an editorial, a cartoon and/or a news item.

1. Spanish-American War
2. Major Walter Reed and Yellow Fever
3. U.S. builds Panama Canal
4. Pan-Americanism
5. Annexation of Hawaii
6. "trench warfare"
7. U.S. enters World War I
8. Dictators Rise
9. Nazi's invasions
10. World War II
11. Defeat of Japan
12. United Nations is formed
13. Cold War in Europe
14. Korea
15. Problems of the World

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 1: THE UNITED STATES REACHES BEYOND NORTH AMERICA

WORDS TO LEARN

Many years ago the King family moved to a far-away tropical island. They didn't realize that because of the location of the island, most of the water was impure, and therefore unfit to drink. People in the King's old neighborhood were envious of them. They didn't realize that this possession would soon be in the midst of a rebellion which would cause much grief. Their fame and popularity grew as they showed their bravery in any of the battles. Many people beyond the tropical island came to know the King family.

NOTES ON THE READING

AIM: To Learn How the United States Secured Possessions Outside North America.

1. a. How did William Seward fulfill the dreams of those who wanted to open new lands? a. ______________________

   b. What did most of the Americans think of the purchase? b. ______________________

2. Why did Americans start showing interest in other parts of the world at the end of the 19th century? ______________________

3. Why did the United States show concern over Cuba in 1895? ______________________

4. What story coming from Cuba excited the American people? ______________________

5. What did Commodore George Dewey accomplish in Manila Bay? ______________________

6. a. How were the Rough Riders under Theodore Roosevelt successful? a. ______________________

   b. What happened to Cuba as a result of the Spanish-American War? b. ______________________

7. What possessions did the United States gain as a result of the Spanish-American War? ______________________

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 1: THE UNITED STATES REACHES BEYOND NORTH AMERICA

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
a. tropical	_____1. to fight against something; armed resistance or fight
b. impure	_____2. dirty; unclean
c. envious	_____3. farther than; on the other side of
d. possession	_____4. to own something; to hold as property
e. rebellion	_____5. weather that is very hot
f. beyond	_____6. dislike for a person who has what one wants

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 2: OUR NEW LANDS GET SELF GOVERNMENT

WORDS TO LEARN

The assembly was responsible for doing many things. This part of the government was formed when the new Constitution was adopted. The patriots fought hard to gain their rights. However, when the dictator took control, things changed. He blockaded the ports and would not let any tourists enter the country. The advertising agencies could no longer speak of the beautiful lands where people would enjoy themselves. The dictator created abuses that never before existed. He denied the people of his country the rights to which they had been used. He also ended communication with the free nations of the world.

NOTES ON THE READING

AIM: To Learn How the Possessions of the United States Gained the Right to Govern Themselves.

1. a. Why did the Filipino people revolt against the United States? a. ____________
   b. What was the United States prepared to do when the rebellion ended? b. ____________
2. Explain the process which finally led to Phillipine independence. ____________
3. Explain the process which finally led to Puerto Rican independence. ____________
4. What type of population problem exists in Puerto Rico? ____________
5. What contributions did Americans make to their possessions? ____________
6. How did the Americans help Cuba during the Spanish-American War? ____________
7. What problems have the Americans had in Cuba since 1902? ____________

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 2: OUR NEW LANDS GET SELF GOVERNMENT

ORGANIZATION

	Puerto Rico	Phillipines	Cuba
How they achieved self-government			
Problems the U.S. faced while in the country			
Population of country and conditions in the country today			

364-366 S&O

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 2: OUR NEW LANDS GET SELF GOVERNMENT

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

a. assembly
b. adopted
c. patriots
d. dictator
e. blockade
f. tourist
g. advertising
h. abuse
i. communication

Column II

_____1. to treat badly; to use harsh and insulting language
_____2. a person travelling for pleasure
_____3. a group of people gathered together for some purpose; a meeting
_____4. to take as one's own choice
_____5. to give public notice; to praise a product
_____6. person who takes something that isn't his; somebody that has complete power
_____7. a giving of information by writing, talking, etc.
_____8. to shut off something
_____9. person who is loyal to one's country

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 3: THE BIG DITCH

WORDS TO LEARN

Many explorers experienced many difficulties in trying to find new routes to distant lands. Besides meeting with Indians and wild animals, disease often took many lives. Malaria, a disease usually common in tropical lands, took its toll. In the province of Columbia, many workers lost their lives as a result of this disease. The workers were trying to build a canal across the isthmus of Panama. The canal cut the travelling time across this strip of land.

NOTES ON THE READING

AIM: To Learn How the United States Obtained the Canal Zone and Built the Panama Canal.

1. When did the American government see the need for a shorter route between the Atlantic and Pacific Ocean

2. Why did the French in 1882 have to give up the job of building a canal?

3. a. What problems did the United States have with Panama over the building of the Canal?
   b. How were these problems solved?

   a.

   b.

4. a. What job was Colonel William Gagos given?
   b. How was this job completed?

   a.

   b.

5. a. Who was given the job of building the canal?
   b. How was this job accomplished?

   a.

   b.

6. a. What adventages do we have as a result of the Panama Canal?
   b. Why did the United States buy the Virgin Islands from Denmark?

   a.

   b.

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 3: THE BIG DITCH

7. a. What problems exist today concerning the Panama Canal?
b. How is the United States trying to solve these problems?

a. ______________________________
____
b. ______________________________
____

8. a. Why were some Latin American countries and Americans unhappy over the way the U.S. gained the right to build the canal?
b. How has the canal helped all nations?

a. ______________________________
____
____
____
b. ______________________________
____
____

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I		Column II
a. route	____1.	disease caused by a mosquito, usually found in tropical places
b. isthmus	____2.	strip of land that divides two continents
c. province	____3.	a division of country
d. malaria	____4.	a way to go; a road
e. canal	____5.	a waterway dug across land

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 3: THE BIG DITCH

SKIMMING FACTS TO BACK UP A POINT.

Which of the following facts are not found in chapter 3. Circle the number of these facts.

1. The battleship "Oregon" took a long time to make a trip around South America.
2. Colonel George W. Goethals had the job of building a canal.
3. Germany had started to build a canal across the isthmus of Panama.
4. There are some problems concerning the canal today.
5. The United States bought Puerto Rico from Denmark.
6. The Panama Canal has helped American nations defend themselves.
7. Colonel Marcus was responsible for freeing Cuba of malaria.
8. Russia sold Siberia to the United States.
9. Locks were built to raise or lower boats as they went from one level of water to another.
10. The Unied States asked Columbia for permission to build the canal.

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 4: FEAR OF THE UNITED STATES CHANGES TO TRUST

WORDS TO LEARN

People, like countries, are sometimes suspicious of one another. It is important that the leaders of the countries promote understanding of what they are tring to do. Their policy should be clear and if there are arguments, arbitration, not armed conflict, should take place.

NOTES ON THE READING

AIMS: To Learn the Reasons Why the Countries of Latin America Distrusted the Power of the United States
To Learn How This Fear Was Changed to Trust as a Result of the Policies of the United States

1. Why did the United States take a strong interest in Latin America? ______________________

2. a. What was the first test of the Monroe Doctrine? a. ______________________
b. What was the result of this test? b. ______________________

3. How did the United States take an interest in the Caribbean Sea after the Spanish-American War? ______________________

4. a. How did President Roosevelt handle the troubles in Santo Domingo and Nicaragra? a. ______________________
b. Why didn't the people of Latin-America always want American help? b. ______________________

5. a. What was the result of a conference held in 1889? a. ______________________
b. What was the purpose of the conference? b. ______________________

6. What was the new approach to Latin America in the late 1920's? ______________________

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 4: FEAR OF THE UNITED STATES CHANGES TO TRUST

7. a. What was the "Good Neighbor Policy"?
b. How did Latin America and the United States work together during World War II?
c. What is the O. A. S. ?
d. What is the "Alliance for Progress?"

a. ______________________________
____
____
b. ______________________________
____
____
c. ______________________________
____
____
d. ______________________________
____
____

8. Give 3 reasons why Latin America is important to the United States.

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 4: FEAR OF THE UNITED STATES CHANGES TO TRUST

RECALL

Throughout our history we have had different policies toward Latin American Countries. Fill in the chart below concerning these policies.

	Policy of the United States	Attitude of Latin America toward the United States
1823		
1889		
1920		
1934		
1948		
1961		

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 4: FEAR OF THE UNITED STATES CHANGES TO TRUST

VOCABULARY TEST

Fill in the blanks with the correct words. Some words may be used more than one.

arbitration
policy

suspicious
promote

1. If you are ______________________ of your neighbor, he probably won't trust you either.

2. The school ______________________ was to give six report cards a year.

3. Instead of fighting, the two boys decided to use __________________ to settle their argument.

4. He tried to _____________________ himself by going to school during the summer.

5. If the soldier did a good job his commanding officer would __________ ______________ him.

6. A man was hanging around the house in a ________________ manner.

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 5: OUR FRIEND TO THE NORTH

WORDS TO LEARN

From time to time countries have different relations with one another. If countries are located close together and they are friendly with each other fortifications along the borders are not necessary. Many times throughout history neighboring countries have tried to annex each other. When relations are good, transcontinental railroads and other forms of co-operative works may be promoted. We hope that gradually all countries will be able to work together.

NOTES ON THE READING

AIM: To Learn How the United States Has Lived in Peace with its Northern Neighbor, Canada.

1. How does the size of Canada compare with other countries of the world? ____________

2. a. At the end of the French and Indian War, the French lost their territory to England. What were the French afraid of?
   b. How did the British treat the French?

   a. ____________
   b. ____________

3. a. What were the relations between the United States and Canada during the American revolution?
   b. What were three results of the American Revolution on Canada?

   a. ____________
   b. 1. ____________
      2. ____________
      3. ____________

4. Describe relations between the United States and Canada from 1812-1846. ____________

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 5: OUR FRIEND TO THE NORTH

5. Explain what is meant by the Dominion of Canada. ______________________________

6. a. Who was John A. Mac Donald? a. ______________________________
b. What was the result of his plans to add the western and northern parts of Canada to the young nation? b. ______________________________

7. What were the results of the building of the transcontinental railroad? ______________________________

8. Explain how the government of Canada operates. ______________________________

9. a. What do Canada and the United States have in common? a. ______________________________
b. Explain what is meant by the DEW line. b. ______________________________
c. How are Canada and the United States using their resources to help each other? c. ______________________________

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 5:OUR FRIEND TO THE NORTH

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

VOCABULARY TESTS

Column I

a. relations

b. annex

c. dominion

d. gradually

e. transcontinontal

f. fortification

g. border

Column II

_____1. a boundary of anything

_____2. to join or add to a larger thing

_____3. person who belongs to the same family as another, as compared to another

_____4. a fort, a wall or ditch that is used for protection

_____5. a slow process; little by little

_____6. territory under the control of one leader or government

_____7. crossing a continent; the other side of the continent

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 6: THE UNITED STATES IS INTERESTED IN THE FAR EAST

WORDS TO LEARN

A South Pacific vacation was Emma's dream. The number was drawn. "400212".

"OH, That's me! she screamed. After all these years of wishing, to win a South Pacific tour free of charge was too much to hope for. The thought of the natural beauty of the islands, the ancient missionary. churches, the different strange provinces. She didn't need to be convinced to accept this tour. The excitement of winning caused such excitement in her that she turned quickly and hit her hand on the night table. The shock awoke her from her pleasent mid-afternoon nap.

NOTES ON THE READING

AIM: To Learn of the Interest of Many Nations in China.
To Learn How the United States Announced the "Open Door" Policy in China.

1. What two events took place in the year 1898 that caused the United States to take a greater interest in the Far East? 1. ______ 2. ______

2. a. Where are the Hawaiian Islands located? a. ______
b. What did American missionaries show the islands in the early 19th century? b. ______

3. What was the result of the revolt in Hawaii? ______

4. Why is Hawaii important now to the United States? ______

5. a. Explain what is meant by the "Open Door Policy". a. ______
b. Why was the policy adopted? b. ______

6. What were Commodore Perry's contributions to Japan? ______

7. a. Why did Japan begin to look for colonies?
b. What places did Japan want? ______

8. How did President T. Roosevelt settle the dispute between Japan and Russia? ______

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 6: THE UNITED STATES IS INTERESTED IN THE FAR EAST

INTERPRETING CARTOONS

A. Answer the following questions based on the cartoon which appears on p. 387.

1. What are the men doing around the table?

2. Who is the man at the door?

3. What country does he represent?

4. Why is he opening the door?

5. Suggest what is a good title for this cartoon.

B. Draw a cartoon of your own on the same topic. (Try one from another country's point of view.)

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 6: THE UNITED STATES IS INTERESTED IN THE FAR EAST

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
a. natural beauty	_____1. someone who spreads the word of God to foreign lands
b. missionary	_____2. persuaded; feel sure
c. provinces	_____3. whatever produces an effect
d. convinced	_____4. not man-made attractiveness
e. caused	_____5. one of the main division of a group of places or countries

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 7: THE UNITED STATES TRIES TO STAY OUT OF WAR

WORDS TO LEARN

Some people are declared neutrals. They find no value in either side of a debate. Others, like Willie Wilikins, are deaf to the most powerful propaganda. He just has a knack for confusing things. His teacher tried to explain the horror of trench warfare. He heard her say drench warfare and thought a water ballon fight would be fun. Willie may never solve a world problem, but he produces something great each day in others. Laughter.

NOTES ON THE READING

AIM: To Learn of the Events That Brought the United States into a World War in 1917.

1. Explain why the United States was a world power in 1917.

2. How did World War I begin?

3. a. How did the killing of an Austrian prince in Serbia involve many countries in the war? a.
   b. What is meant by "trench warfare"? b.

4. a. What did President Wilson want to do about the war? a.
   b. Explain what is meant by "propaganda". b.

5. Why did the Americans want an Allied victory?

6. Why was the United States against Germany?

7. a. Why did President Wilson send notes to the German ruler? a.
   b. How did Germany react to these notes? b.

8. a. Why did the Germans want to use submarine warfare? a.
   b. What was the aim of the United States in declaring war on Germany? b.

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 7: THE UNITED STATES TRIES TO STAY OUT OF WAR

READING AND THINKING

"The United States could have stayed out of World War I". Do you agree or disagree with this statement? List your arguments below:

could have stayed out of war	could not have avoided war

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
a. neutrals	____1. not on anyside
b. propaganda	____2. story or tale to convince people of things
c. horror	____3. ugly
d. trench	____4. makes
e. produces	____5. ditch

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER8: THE UNITED STATES IN WORLD WAR I

WORDS TO LEARN

"Move those lazy slaves along," the Southern Colonel Marcus directed. He sat in his white straw hat, sipping a cold drink. He was in conference with his foreman. His organization was perfect. No one dared lift their heads from their jobs. He had them with their backs against the wall. There wasn't another plantation to work for, for miles around. They had to make a separate peace with the colonel when they had violated any of his rules. He was the law, judge and jury. He told his crews time and again that nothing should hold up work--nothing so it wasn't surprising when his horse threw him that they all worked on while he lay there and died of a broken neck.

NOTES ON THE READING

AIMS: To Learn the Part Played by the United States forces in World War I.
To Learn about the Terms of the Peace Treaties.
To Learn of Plans to Avoid Future Wars.

1. How did the United States prepare for war? ____________________

2. a. Why did Russia leave the war in 1917? a. ____________________
b. What did the Germans do in the Spring of 1918? b. ____________________

3. Why did the Americans have to get to Europe quickly? ____________________

4. a. Who was Marshall Foch? a. ____________________
b. Who was Gen. John Pershing? b. ____________________
c. What was the result of the battles of Chateau-Thierry and Belleau Wood? c. ____________________

5. a. By 1910 how many American soldiers were in Europe? a. ____________________
b. How did they get there? b. ____________________
c. What did the American Army under General Pershing do? c. ____________________

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 8: THE UNITED STATES IN WORLD WAR I

6. a. What happened to Germany's partners in the war?
b. When did the war end?

a. ______________________________
____
b. ______________________________

7. a. Explain in detail the terms of the Treaty of Versailles
b. What was the League of Nations?
c. What was the aim of Wilson's "Fourteen Points"?

a. ______________________________
____
____
____
____
b. ______________________________
____
____
c. ______________________________
____
____
____

8. a. Why wasn't the Treaty of Versailles accepted by the United States?
b. How did the Americans end the war with Germany?

a. ______________________________
____
____
b. ______________________________
____

9. a. When and where did the League of Nations open its headquarters?
b. What was the World Court?
c. What was a great weakness of the League?

a. ______________________________
____
____
b. ______________________________
____
c. ______________________________
____
____

10. How did the United States work for peace?

____
____
____
____
____
____

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 8: THE UNITED STATES IN WORLD WAR I

PERSUASION

Using your knowledge of the events leading to the first World War, write a propaganda paragraph to encourage people to enter the war on the side of Germany. List the facts you will use and the emotional words you have chosen

FACTS	EMOTIONAL WORDS
1.	
2.	
3.	
4.	
5.	

PARAGRAPH:

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 8: THE UNITED STATES IN WORLD WAR I

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
a. directed	____1. discussion
b. separate peace	____2. ordered
c. "backs to the wall"	____3. without alternative
d. organization	____4. operation
e. conference	____5. one to one solution of a problem

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 9: DICTATORS LEAD THE WORLD TO WAR

WORDS TO LEARN

Rebecca's parents looked at each other, smiled and seemed pleased. They liked this boy. He looked ambitious. He had restored their faith in their daughter's ability to pick dates. Of course, they couldn't have known what Rebecca would learn about her date just by listening to his comments during the movie. He really believed he was a member of a "master race" of very special people. Rebecca's parents had taught her to work toward "peace in our times" and here beside her, was this totalitarian boy. Of course, he was ambitious, but in him it was a flaw.

NOTES ON THE READING

AIM: To Learn of the Events in Europe That Led to the Outbreak of World War II.

1. a. Who was the leader of the Facist Party in Italy? b. Why did the people of Italy accept the Fascist party?
   a. ____________________
   b. ____________________

2. Why did the people of Germany accept Hitler as their leader? ____________________

3. How did Hitler keep power in Germany? ____________________

4. a. What was the Nazi's slogan? b. How did the Germans treat the jews?
   a. ____________________
   b. ____________________

5. What is a totalitarian state? ____________________

6. Why did Japan leave the League of Nations?

7. a. Why did Japan, Italy and Germany join forces?
   b. What did each want?

a. ____

b. ____

8. a. On what grounds did Hitler claim Austria?
   b. Why didn't the nations of Europe try to stop Hitler?
   c. Why didn't the United States go to Austria's aid?

a. ____

b. ____

c. ____

9. Why was Hitler given the Sudetenland at Munich?

10. Why did Germany now have the nerve to ask for Poland?

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 9: DICTATORS LEAD THE WORLD TO WAR

COMPARE AND CONTRAST

Show the differences between democratic and totalitarian forms of government in the following areas:

	Democratic	Totalitarian
1. Liberties of the people		
2. Government		
3. Military training		
4. Education		

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 9: DICTATORS LEAD THE WORLD TO WAR

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	ColumnII
a. restored	_____1. brought back to former days
b. "master race"	_____2. best peoples in the world
c. "peace in our times"	_____3. absolute rule
d. totalitarian	_____4. peace in our life time

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 10: THE NAZIS OVERRUN EUROPE

WORDS TO LEARN

Men have written and spoken and artistically declared for hundreds of generatinns the simple feeling that war is horrible and yet man continues to make war. He builds his security by surrounding his nation with "puppet governments" to act as buffers. The heavy equipment of war is manufactured and refined during times of peace to insure security. Troops have occupied one country or another for as far back as man's memory can recall. This however, is not the staggering thought to be concerned with, but the realization that all these men killed each other for things they believed to be right. Not only right but worthy of dying for. I wonder when we will produce a generation which feels they must find a solution for this problem.

NOTES ON THE READING

AIMS: To Learn How the Nazi Army and Air Force Conquered Much of Europe.
To Learn How the United States Prepared for War.

1. a. How was Germany able to defeat Poland in four weeks? a. ______
   b. Why did Russia enter the war against Germany? b. ______

2. How did France prepare to meet the German "blitzkrieg" ______

3. Why did the allies suffer such a heavy defeat at Dunkirk? ______

4. What prompted Mussolini to declare war on France? ______

5. How did Germany plan to knock England out of war? ______

6. What were the positions of German and Italian troops by 1941? ______

7. What prompted the United States to enter the war in Europe? ______________________

8. How do we know that the stories of Názi cruelty are true? ______________________

9. What did the United States and England do in 1941 to prove their sincerity in the war against Germany? ______________________

10. Why did Hitler wish to capture Russia? ______________________

11. How did the United States get into war with Japan? ______________________

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 10: THE NAZIS OVERRUN EUROPE

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
a. horrible	____1. controlled from outside
b. puppet government	____2. freedom from danger
c. security	____3. an era of people
d. occupied	____4. overtaken; held
e. generation	____5. ugly; disgusting

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 10: THE NAZIS OVERRUN EUROPE

MAP STUDY

Study the map on p. 405 carefully and answer the following questions.

1. Names of Axis Powers

2. Names of occupied states

3. Names of countries not part of Axis and not yet occupied

SCHWARTZ AND O'CONNOR, UNIT VII, CHAPTER 11: THE DICTATORS FALL

WORDS TO LEARN

Jeff was striken with infantile paralysis when he was nine years old. To fill the many hours that he had to lie in bed he read war books. He liked those about the second world war best. He would tell his visitors about the rationing system for scarce articles. It seemed as if he had lived through it. He knew of the Italian and French "underground" resistance. He would tell of the "D-day" invasion of Europe. This "second front", he would say, smilingly, divided the German troops. War was exciting and romantic, he thought. Bill, the janitor, looked down at the wooden leg Korea had given him. He thought, "Jeff, I hope war will always be nothing more than a romance to you."

NOTES ON THE READING

AIM: To Learn How the United States Carried on the War Against Germany

1. Who was the Leader of the U.S. during World War II? ______________________________

2. How did the United States plan for war? ______________________________
____
____

3. What important war events took place in 1942? ______________________________
____
____
____
____
____

4. What was the turning point of the war? ______________________________
____

5. Name the important war events in 1943? ______________________________
____
____
____
____

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 11: THE DICTATORS FALL

6. Why were the Allies ready for an invasion of Europe by late 1943? ____________________

7. Why was June 6, 1944 important? ____________________

8. Describe the important events between August 1944 and May 7, 1945? ____________________

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
a. rationing	____1. under cover operation
b. scarcer	____2. limiting
c. underground	____3. less of it
d. secnnd front	____4. another offensive
e. infantile paralysis	____5. polio

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 12: THE DEFEAT OF THE JAPANESE EMPIRE

WORDS TO LEARN

The well dressed global traveler selected a table in the far corner of the restaurant. The owner recognized him immediately as the editor of a world-famous food magazine. The owner grabbed Matt's arm and whispered to him.

"We must please that gentleman. If he likes our food and service, it could be the turning point for our restaurant."

Matt, seeking to impress the gentleman with their organization, immediately served up some piping hot rolls. As he waited for an order, the French-looking gentleman, slowly opened one of the rolls. With closed eyes, he sniffed deeply and enjoyed the aroma; a slow small smile spread over his face. He then opened his eyes, wider and wider. He was pleased. No, he wasn't. It was a look of shock. He was staring at a black spot in his roll.

"It is a bug! " he exclaimed with distaste.

"OH, that sir," said Matt, popping it into his mouth.

"Why, that's only a raisin." Gulp!

NOTES ON THE READING

AIMS: To Learn How the War Was Conducted in the Pacific.
To Learn How Japan Was Defeated.

1. a. Explain the Japanese success in the Pacific at the beginning of the war.
b. What did General Douglas Mac Arthur do when he left the Phillipines?

a. ______________________________

b. ______________________________

2. What happened in the Coral Sea in May, 1942?

____

3. Why was the American success at Midway Island the turning point of the war?

____

4. Explain the American success in 1945.

____

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 12: THE DEFEAT OF THE JAPANESE EMPIRE

5. a. Explain what happened in Hiroshima on August 6, 1945.
   b. How had the "Atomic Age" begun?

a. ______________________________

b. ______________________________

6. a. How did Russia help in the war effort?
   b. When and where was the surrender of Japan achieved?

a. ______________________________

b. ______________________________

7. How was World War II different than any other war?

____

8. What were some of the important results of the war? BE SPECIFIC!

____

9. a. What happened to President Franklin D. Roosevelt?
   b. Who became President?

a. ______________________________

b. ______________________________

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 12: THE DEFEAT OF THE JAPANESE EMPIRE

ORGANIZATION AND SEQUENCE

Put the following events in chronological order. (according to time) Correct order should be in Column II.

Column I	Column II
a. Pearl Harbor	
b. Midway Island	
c. Surrender of Japan	
d. Japan advances into New Guinea and the Solomon Islands	
e. Roosevelt dies	
f. United Nation is created	
g. The American forces take Guadal canal, the Carolines, the Marianas, and Iwo Jima.	
h. Russia declares war on Japan	
i. Douglas Mac Arthur escapes to Australia.	

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 13: THE UNITED NATIONS ORGANIZATION

WORDS TO LEARN

Ralph and Tom lay wounded and homeless in the sun-drenched sand. They swore to "hold in trust" each other's diaries if one or the other made it back to civilization. At this moment all their disputes meant nothing. They only wished to persuade the sun to go down and get relief from the scorching hot sand.

"Ralph, Tom, lunch is ready."

"Oh, Mom, do we have to come in now? We're playing on the sand pile."

NOTES ON THE READING

AIM: To Learn How the United Nations Organization Was Formed to Keep Peace in the World.

1. Why was a new organization needed to handle disputes?

2. What happened in April, 1945?

3. Explain the structure of the United Nations.

4. What is the Security Council?

5. a. What is the Economic and Social Council?
   b. What is the Trusteeship Council?

   a.

   b.

6. What is the International Court of Justice?

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 13: THE UNITED NATIONS ORGANIZATION

7. a. What is the Secretariat?
b. What is the job of the Secretary General?

a. ____________________

b. ____________________

8. What has kept the United Nations from being completely successful?

____

9. What were three disputes that were settled by the United Nations?

1. ____________________
2. ____________________
3. ____________________

10. How did the United Nations help in the Palestine problem?

____

11. a. How did the United Nations help in the Korean War?
b. What was the result of the Korean War?

a. ____________________

b. ____________________

ORGANIZATION

In the chart below, list the names of the United Nation's agencies, the functions of each agency, the membership of each agency or of both, where it applies.

NAME OF AGENCY	FUNCTION AND/OR MEMBERSHIP OF EACH AGENCY
1. GENERAL ASSEMBLY	1.

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 13: THE UNITED NATIONS ORGANIZATION

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
a. wounded	____1. arguments
b. homeless	____2. held for someone temporarily
c. "hold in trust"	____3. without a place to go to
d. disputes	____4. injured
e. persuade	____5. convince

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 14: THE COLD WAR IN EUROPE

WORDS TO LEARN

The baby sitter arrived early. Ensuring her personal safety, she disarmed the three kiddies. To calm them before bed time she read them a chapter from one of the great children's books of the Western world, "Tom Sawyer". They were very quiet. It looked like a corporation meeting.

"Time for bed now, children", she said hopefully.

"AH!" they moaned together. But they started up the stairs.

"Oh,good", she thought,"they're actually going to bed."

With that, Fluffy, the large family dog, began chasing a fly and barking. The children joined in the chase. They were aroused again. She could see this was going to be a long night.

NOTES ON THE READING

AIMS: To Learn of the Spread of Communism in the World.
To Learn How the Nations of the Western World Are Resisting the Spread of Communism.

1. What were the results of the Yalta and Potsdam Conferences?

2. How did the "Cold War" come about?

3. a. What is Russian Communism like?
   b. How is it different from our democratic government?

   a.

   b.

4. What was the first effort of the United States to stop the spread of Communism?

5. What was the Marshall Plan?

6. a. What did the three Western powers occupying Germany in 1948 do?
   b. What did Russia do in return?

a.________________________________
____
____
b.________________________________
____
____

7. a. Why is Berlin a big problem to the West?
   b. How did the United States fight the "blockade"?
   c. Why did Russia tuild a "wall" in 1961?

a.________________________________
____
b.________________________________
____
c.________________________________
____

8. a. What was the result of the Communist overthrow of Czechoslovakia?
   b. What did the western nations do in 1949?
   c. What was Russia's reaction to this?

a.________________________________
____
____
b.________________________________
____
c.________________________________
____
____

9. The Berlin blockade and the spread of Communism led to the formation of NATO. Explain in detail what NATO is.

____
____
____
____
____
____
____
____

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 14: THE COLD WAR IN EUROPE

SKIMMING

List the page number, paragraph, and line(s) where each of the following facts are located.

1. North Atlantic Treaty Organization was formed in 1949.
2. The United States decided to fight the Berlin "blockade".
3. Berlin is a big problem for the West.
4. Winston Churchill said the Russians were stretching an "iron curtain" across Western Europe.
5. In June 1947, George Marshall announced a new plan to stop communism.
6. In 1961, Russia set up a wall in Berlin.
7. A dedicated Communist believes that all nations must have a Communist form of government.
8. Germany was divided into four parts, or zones of occupation.
9. General Eisenhower was appointed the first commander of the NATO forces.
10. By 1955 there were fifteen nations which belonged to NATO.

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 14: THE COLD WAR IN EUROPE

RECALL Tell whether these statements are true or false. If the statement is false change it and make it true.

1. The city of Berlin is in the Communist-held part of Germany.

2. The cold war in Europe involves the United States and the Soviet Union.

3. The capital of the West German Republic is at Bonn.

4. Germany is now divided into two separate nations.

5. Twenty-one nations are members of NATO.

6. The United States sent troops to Lebanon in 1949.

7. The purpose of SEATO is to help nations in Western Europe

8. The middle East has the richest oil deposits in the world.

9. Israel in 1956 took over the Suez Canal and refused passage to Egyptian ships.

10. In 1953 Dwight D. Eisenhower became President of the United States.

SCHWARTZ -O'CONNOR, UNIT VII, CHAPTER 14: THE COLD WAR IN EUROPE

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the" letter which appears before the words in Column I.

Column I

a. persnnal safety

b. disarmed

c. Western World

d. corporation

e. aroused

Column II

_____1. safety of one's body

_____2. America's and Western Europe

_____3. dangerous instruments taken away

_____4. upset

_____5. business unit; a company

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 15: COMMUNISM SPREADS TO ASIA

WORDS TO LEARN

Saunders Street is a typical part of the Borough of Queens. The boys that live on the block have known each other for many years. However, because of a silly dispute over a ball game, the boys divided themselves into two groups. Relations between these groups are not good. There are a few boys on the block who preferred to remain neutral and would not side with either group. A kind of "cold war" exists on this typical street in Queens. Each side resists the efforts of the other to be friends again. Perhaps they should have a long talk with each other and settle their differences.

NOTES ON THE READING

AIM: To Learn How the United States Is Meeting the Challenge of Communism in Asia.

1. What were some great changes in Asia after W.W. II?
2. Explain what happened in China between 1920 and 1950.
3. What happened to Korea after the fall of Japan?
4. Explain in detail what resulted when North Korea invaded South Korea?
5. How did French Indo-China suffer as a result of the spread of communism?
6. Explain the peace treaty with Japan in 1951.

7. Explain the formation of SEATO ____________________

8.,9. What problems are unresolved between Israel and Egypt? ____________________

10. What did President Eisenhower do to relieve problems in the Middle East? ____________________

11. How has the "cold war" progressed since 1945? ____________________

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 15: COMMUNISM SPREADS TO ASIA

UNDERSTANDING WHAT YOU HAVE READ

1. Which of these facts may be found in chapter 15?

   a. The changes that took place in Asia after 1945

   b. How the war in Indo-China was settled

   c. When the Communists gained control of China

   d. How the Korean War began

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
a. neutral	_____1. argument between people or countries
b. cold war	_____2. connection in thought or meaning
c. resist	_____3. not siding with one side or the other
d. relations	_____4. to act against; to oppose
e. dispute	_____5. struggle between East and West

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 16: UNDERSTANDING SOME WORLD PROBLEMS

WORDS TO LEARN

Today the world is faced with problems it never before had to encounter. We are living in a nuclear age that offers us wide opportunities. If the development of our resources is used effectively, it will be possible to wipe out poverty where it exists.

NOTES ON THE READING

AIM: To Learn Some Facts about Our World Neighbors That May Help Us to Understand the Problems of Other People.

1. How will America be able to face world problems?

2-11 List and explain 10 problems facing the world today.

1.

2.

3.

4.

5.

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

12. How did President John F. Kennedy face the problems of the world?

____

SCHWARTZ-O'CONNOR, UNIT VII, CHAPTER 16: UNDERSTANDING SOME WORLD PROBLEMS

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
a. nuclear	____1. age that offers promise
b. effectively	____2. equipped; efficient
c. poverty	____3. any supply that will meet a need
d. development	____4. to be poor, lack of what is needed
e. resources	____5. meeting
f. encounter	____6. a gradual unfolding; a working out in detail